

# AFFESS:

# **Minimum System Requirements**



- Windows 2000/XP/Vista Operating System
- Pentium® II 400 MHz CPU
- 128 MB RAM
- 32 MB RAM graphics card
- QuickTime Player 6 or later
- CD-ROM drive
- 16-bit sound card



- Mac OS X
- G4 @ 200 MHz CPU
- 256 MB RAM
- 32 MB RAM Graphics Card
- CD-ROM drive
- 16-bit sound card

# **USER'S MANUAL** & TEACHER'S GUIDE

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Welcome to Access 3 Interactive Whiteboard (IWB)\* software. This application is designed to follow the Access 3 course and enhance your own and your learners' experience in the language classroom.

#### **What is an Interactive Whiteboard?**

An Interactive Whiteboard is a type of touch-sensitive board, which has the power to transform any classroom into a dynamic learning environment.

It allows teachers and students to participate interactively in activities projected onto the board from a data projector which is connected to a computer.

Interactive whiteboards are very popular in schools and are considered a more lively and interesting approach than conventional teaching. They provide ways to show students anything which can be presented on a computer (educational software, videos, websites, etc). Research has shown that teaching through interactive whiteboard software has numerous advantages:

- It can accommodate different learning styles
- It is suitable for both small and larger groups of students
- It helps increase students' attention span
- It facilitates the assimilation of new information
- It dramatically increases real teaching time
- It reduces the time teachers need for preparation
- It eliminates the need for additional equipment (DVD player, CD player, etc)

All in all, it is a powerful teaching tool that will transform your lesson and your classroom!

#### What equipment do I need to use the IWB software?

- A computer (IBM compatible or Mac OS)
- A projector
- An interactive whiteboard or a device that turns a plain whiteboard into an interactive whiteboard
- Speakers

\*Note: All the Express Publishing IWB software includes a *User's Manual* in PDF format. After the software has run automatically, click the 'X' button on the top right corner of the screen to exit. Then go to 'My computer', right click on the drive this software is in, and click 'Explore'. This will open up a window with all components of the software, including the *User's Manual*. Double click on the name of the manual to open it.

The *User's Manual* includes everything the teacher needs to know about using the IWB software. We strongly suggest that the teacher takes some time to familiarise him/herself with the applications (i.e. using the toolbar, task types and how to complete them, etc) on the IWB before proceeding any further.

#### **Running the application**

#### On an IBM compatible PC

The application should run automatically when you insert the CD into your CD drive. If it does not, please follow these steps:

- 1. Go to START>MY COMPUTER.
- **2.** Locate the icon of your CD drive. With the **Access 3 Interactive Whiteboard** disk inside your drive, right-click the icon of your CD drive and choose **EXPLORE**.
- 3. In the new window that appears, double-click on Access\_3.exe.

#### On a Mac OS

When you insert the CD into your drive, an icon will appear on your desktop with the name **Access\_3** (see *Fig 1*).



Fig 1

If you click it, the contents of the CD will appear in a browser window with the following icons and file names (see Fig 2).



Fig 2

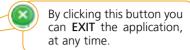
Click the icon to run the application.





# **Navigation**





Once the application has run in your system, the first screen you see is the **MAIN MENU** (see *Fig 3*). By clicking any of the titles or their numbers, you can enter the corresponding section of the course.

All sections that appear in the **MAIN MENU** lead to **SUBMENUS**. For example, if you wish to enter Unit 1, Click 1 or *Lifestyles* (see *Fig 3*).

Fig 3

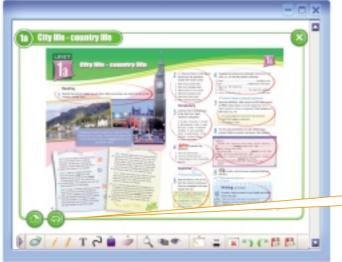
Once in the **MODULE MENU** (see *Fig 4*) you can enter the desired lesson of Unit 1 by clicking the cover page, 1a, 1b, 1c, 1d, 1e or 1f.

If you click this button, you can go back to the MAIN MENU at any time.



Fig 4

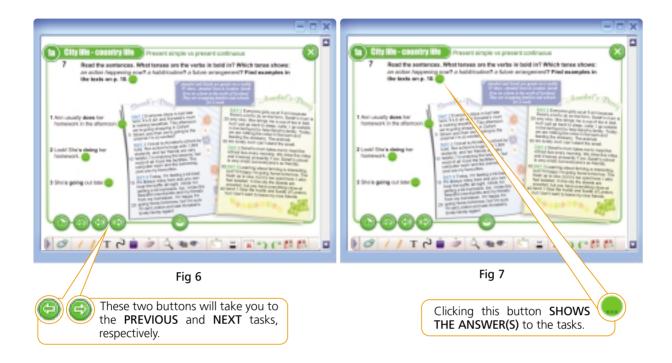
In the **LESSON MENU** the active tasks you can enter are indicated by a red circle (see *Fig 5*). Click a task to enter. This allows you the flexibility to skip certain tasks or pick up from where you left off in the previous



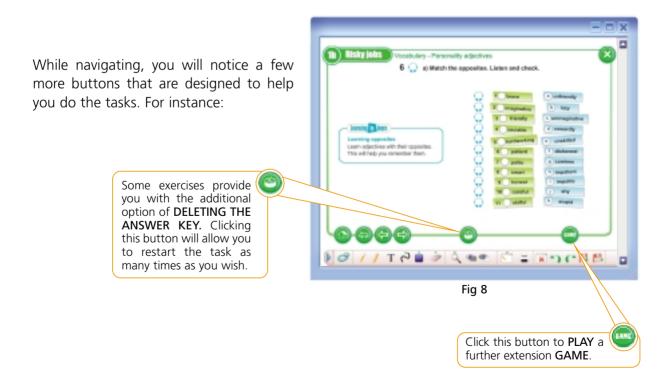
This button will take you to the previous menu; in this case, the MODULE 1 MENU.

lesson.

Fig 5



For example, Fig 6 shows the screen for Exercise 7, in Lesson 1a.





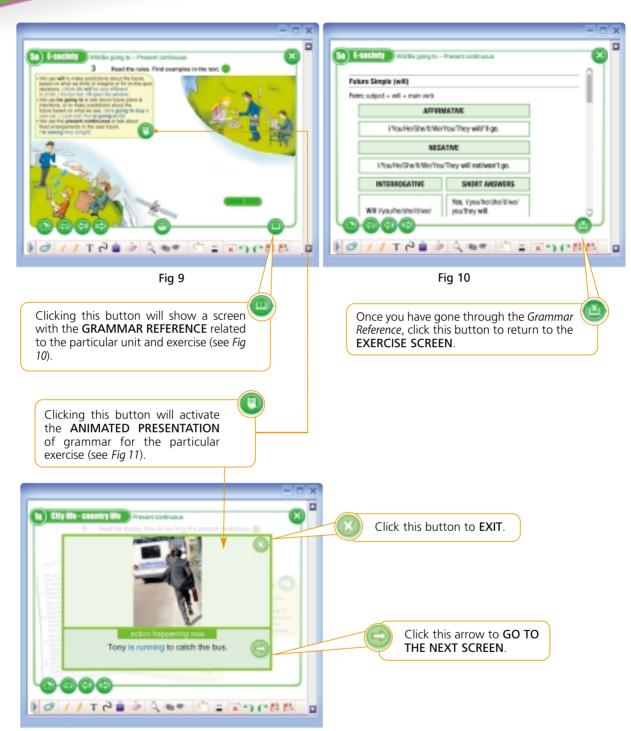
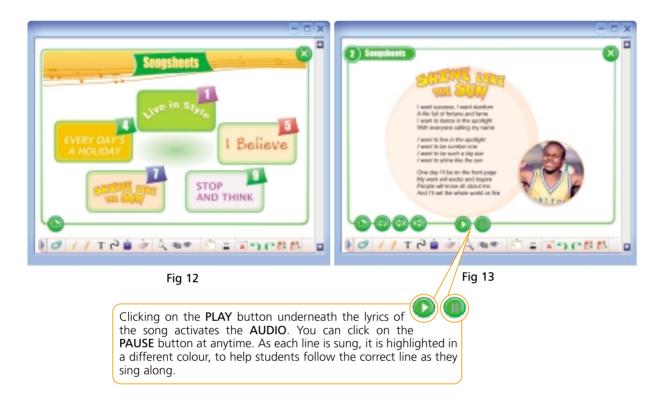


Fig 11

The **SONGSHEETS** and **SELF CHECK** sections are organised in a similar way. For instance, if you click to enter the **SONGSHEETS** section from the **MAIN MENU**, first you will see the **SONGSHEETS MENU** (see *Fig 12*). Clicking any of the song titles or their pictures will take you to that particular song (see *Fig 13*).



In a similar manner, if you enter the **SELF CHECK** section, first you will see the **SELF CHECK MENU** (see *Fig 14*). Clicking any of the spreads will take you to the corresponding submenu (see *Fig 15*). Again, the circled activities are the interactive tasks included in the software.







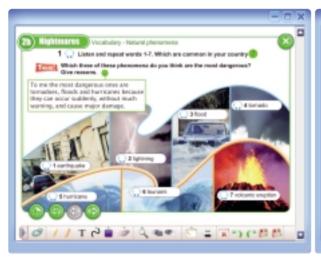
#### Task types and how to complete them

The Access 3 IWB is designed as a teaching aid to be used in conjunction with the coursebook and for this reason the content is identical. However, in order to do the exercises, you will have to carry out two basic computer actions – *clicking* and *clicking* and *dragging*.

Here is an overview of the types of tasks in this software and how to do them:

# OClicking )

In most exercises click the **SHOW KEY** buttons to reveal the suggested answers (see *Fig 16-17*).



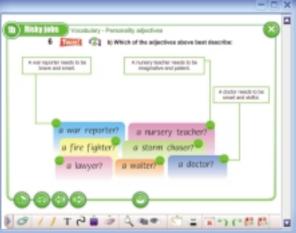


Fig 16 Fig 17

The buttons shown in Fig 18 are the SHOW KEY buttons.



Fig 18

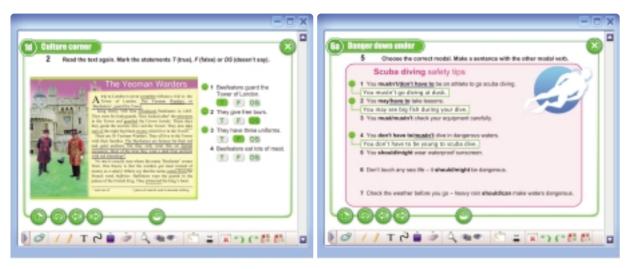


Fig 19 Fig 20

Sometimes, clicking on the correct answer will reveal another **SHOW KEY** button. Clicking that **SHOW KEY** button reveals the reference in the text (see *Fig 19*) or further language practice (see *Fig 20*).



In multiple choice tasks clicking the correct answer may change its colour (see Fig 21), underline it (see Fig 22) or circle it to indicate its accuracy (see Fig 23).

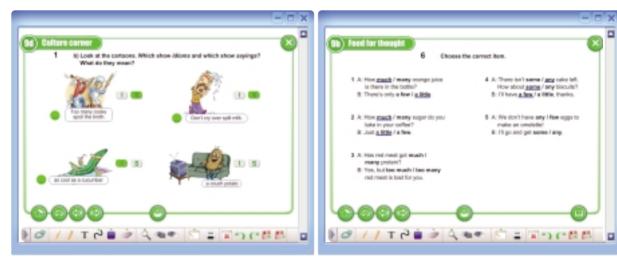


Fig 21 Fig 22

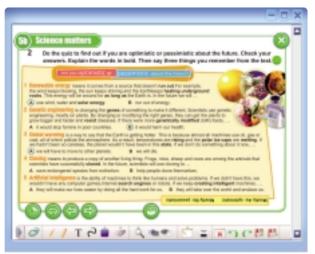


Fig 23

Clicking is also used in pronunciation tasks. Click the **HEADPHONES** next to each item to activate the audio as well as the **SHOW KEY** button to reveal the answer to the task (see *Fig 24*). In some tasks, clicking the correct column will reveal a tick (see *Fig 25*).

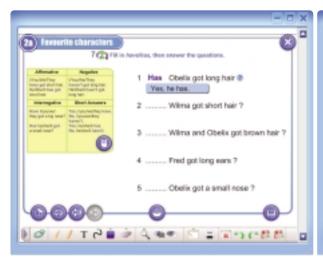




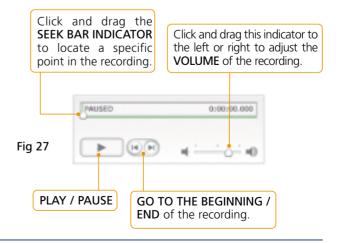
Fig 24 Fig 25



In listening exercises, there is a simple **AUDIO PLAYER** (see *Fig 26*). All its buttons are activated by a click (see *Fig 27*).

Click the numbers of each item to reveal a **CLUE**.

Fig 26









You will also notice a **TAPESCRIPTS** button in listening tasks. This will reveal the tapescript of an audio recording.

Fig 28

In *Listen, read and check* tasks, the tapescripts or the texts will be revealed if you click the **SHOW KEY** button (see *Fig 29-30*).





Fig 29 Fig 30

In *Explain the words in bold* tasks, the definitions and examples of the words will be revealed if you click on the bolded words in the text (see *Fig 31-32*).



Fig 31 Fig 32

In all reading tasks, the texts will be revealed if you click the **SHOW TEXT** button (see *Fig 33*). By clicking the button, you can hide the text and return to the task (see *Fig 34*).

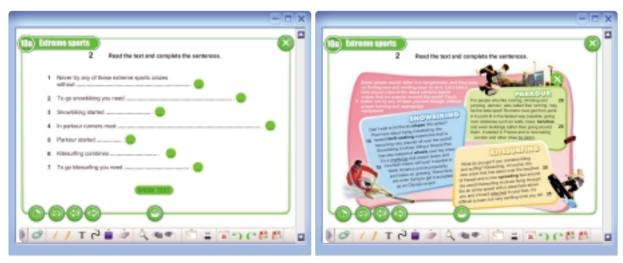
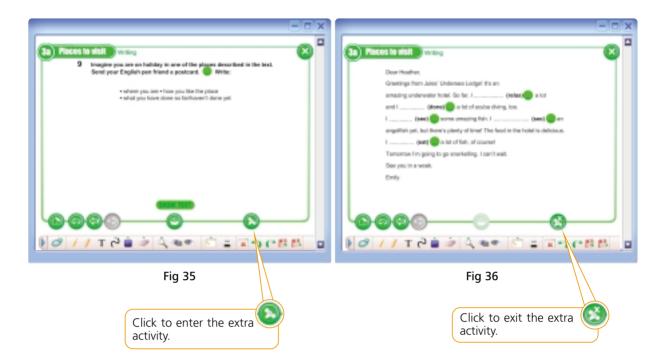


Fig 33 Fig 34



The Extra activities for weaker classes present similar tasks (see Fig 35-36).



## Oclicking and dragging

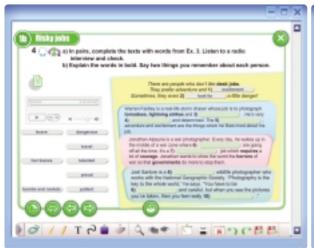
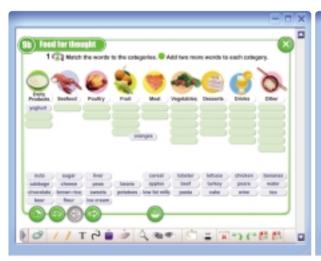




Fig 37 Fig 38



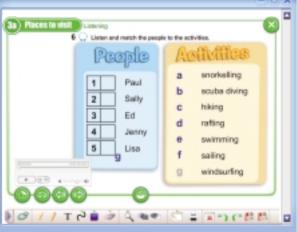


Fig 39 Fig 40

To match any item (word, phrase, picture etc) to another, you simply click the item and drag it to your chosen place (see *Fig 37-40*). If the answer is wrong, it will bounce back to its original position.





#### The toolbar

At the bottom of every screen, you will find the Toolbar (see Fig 41-43).



If for any reason you wish to hide the toolbar during your lesson, you can do so by clicking the arrow on the left-hand side. To make it reappear, you can click the remaining arrow at the bottom on the right.

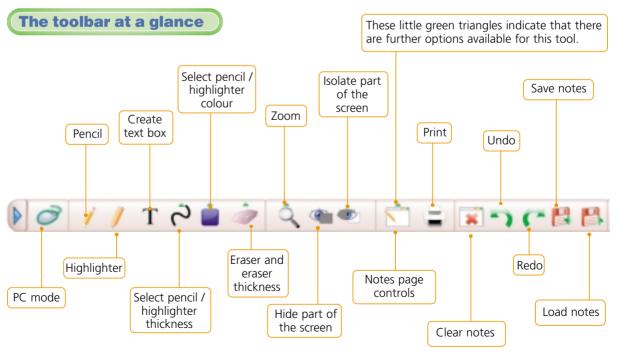
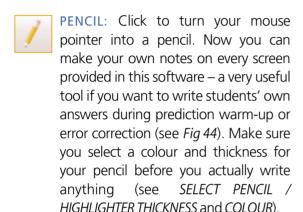


Fig 43

# **Using the tools**



PC MODE: After you have used one of the tools, click this to regain your normal mouse pointer function. This way you can once again click and click and drag.





HIGHLIGHTER: Click and drag on every word, phrase or sentence you wish to highlight in a text (see Fig 45). Again, you have the option of selecting the colour and thickness of your highlighter first.



Fig 44



Fig 45

CREATE TEXT BOX: If you don't want to use the pointer/electronic pen of your interactive whiteboard, this is a useful alternative for making notes. Click and drag to create a text box and type in your notes (see Fig 46).

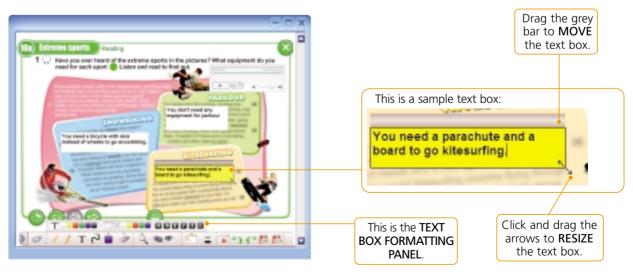
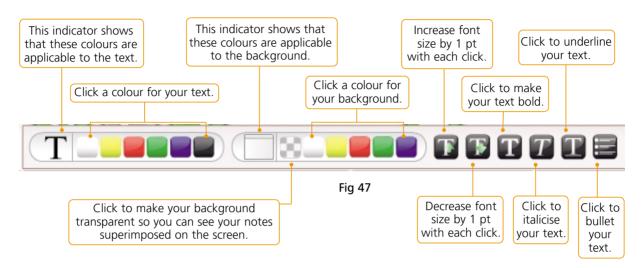


Fig 46





Once you have created a textbox, a formatting panel appears so you can customise your text (see Fig 47).





select Pencil/HighLighter Thickness: Once you have clicked this tool, another options panel appears (see *Fig 48*). Click any of the brush strokes to select the thickness of your pencil or highlighter.



Fig 48



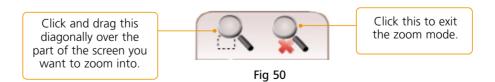
**SELECT PENCIL/HIGHLIGHTER COLOUR:** Click to reveal the colour options panel and select a colour for your pencil / highlighter (see *Fig 49*). This is a very useful tool if you like to use colour-coding while teaching.



Fig 49



**ZOOM**: Once you have clicked this tool, another options panel appears (see *Fig 50*).



For example, Fig 51 shows a zoomed in area of a screen.



In the bottom right corner, there are four arrows pointing to the top, bottom, left and right. By clicking them individually you can navigate the screen.

Fig 51



**ERASER and ERASER THICKNESS:** When you click this tool, another options panel appears so you can select the thickness of your eraser (see *Fig 52*). Click the circle of your choice to select the thickness of your eraser and your pointer turns into an eraser. Drag it over the area you wish to erase. If you want to erase a text box, simply click it once and the entire textbox will be deleted.



Fig 52



HIDE PART OF THE SCREEN: When you click and drag over a selected area with this tool, you can hide areas such as individual illustrations, paragraphs, words, phrases etc (see *Fig 53*). This will give you the opportunity to explore tasks and texts further.

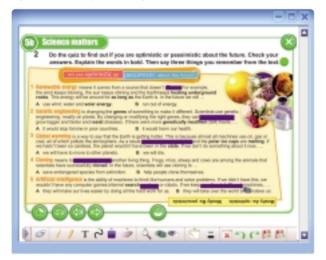


Fig 53







ISOLATE PART OF THE SCREEN: When you click and drag over an area of the screen with this tool, the section you have selected will be visible and therefore focus students' attention directly on it. The rest of the screen fills up with the colour of your choice (see Fig 54).

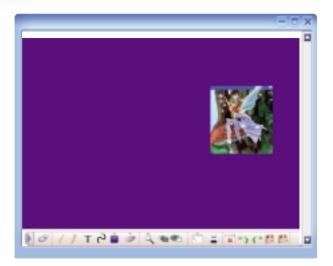


Fig 54



PAGE CONTROLS: Clicking this tool will reveal another options panel so you can organise your notes in different layers (see Fig 55). Each layer works as a blank page you can write your notes on. This page can be either transparent and visible over the task screen, or opaque and function like a conventional whiteboard. The difference is that now you can prepare your notes before your lesson, or save them after the lesson so as to use them again in the future, with the same class or a different class of the same level.

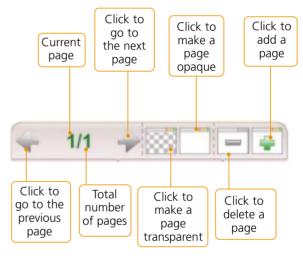


Fig 55



**PRINT**: Click this to print the screen you are working on, as it is – with notes. Please note that the preferred printing mode for this feature is landscape.



**CLEAR NOTES:** Click this to erase all your notes on a particular screen.



UNDO / REDO: Click to undo or redo any action you have just done.



SAVE and LOAD NOTES: These two tools are especially useful if you want to use the same notes with another class on a different day. Please note that the Access 3 IWB notes and annotations can be accessed only through this software; therefore, they will be saved in a file created by the software and identified by the software alone.

#### Saving notes

First you need to make notes, either using the pencil or the text box tool, as in the example in *Fig 56*.

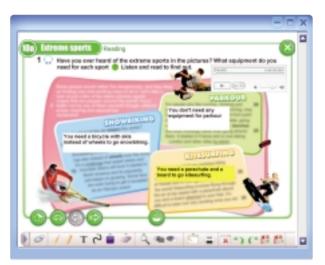


Fig 56

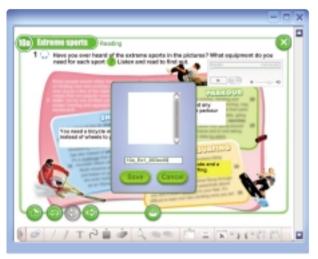


Fig 57

Then click **SAVE**. A blue window appears with the options **SAVE** and **CANCEL**. Type a name for your notes in the field that appears above these two options and click **SAVE**. It is best to name your notes according to the unit, exercise, page number and possibly the date you created them (see *Fig 57*). For example, you could name a file **10a\_Ex1\_20Dec08**. In this way, you can locate them easily once you have accumulated a long list of notes.

It is possible that your system will notify you that 'Local', i.e. this software, is trying to store a file in your computer (see *Fig 58*). Click **ALLOW**.

Now you have successfully saved your notes.

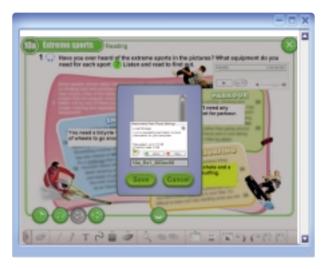


Fig 58





#### Loading notes

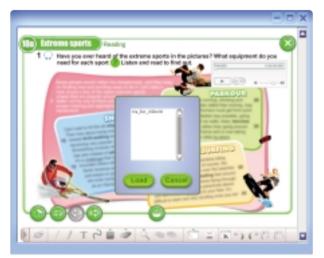


Fig 59

Click **LOAD NOTES** to load a page of notes you have saved. Another blue window appears with the options **LOAD** and **CANCEL** (see *Fig 59*). Click the file name of your notes and then click **LOAD**.

Your saved notes will appear in the same manner as they did when you saved them (see *Fig 60*).



Fig 60

#### **Using Note Exporter on an IBM compatible PC**

As you save notes while using the Access 3 IWB Software, you may wish to share them with other teachers using this software. You may also wish to use them on a different computer for a different class of the same level. In order to do either, you have to export your saved notes.

For this purpose, we have included the *Note Exporter* utility in this software. Please note that this function is only available for systems that are using the same software and that for *Note Exporter* to function correctly, you need to have saved at least one set of whiteboard notes.

To run *Note Exporter* go to *My Computer*. Then, right-click on the icon **Access\_3** on your disk drive. A drop-down menu will appear (see *Fig 61*). Click **EXPLORE**.



Fig 62

**Note Exporter** will now start. The new window that appears will offer you two options (see *Fig 63*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.



Fig 61

In the new window that appears, double-click the **NoteExporter.exe** icon (see *Fig 62*).



Fig 63





# Exporting notes )

**N.B.**: Before exporting any notes, you will need to have created a folder in your computer into which your notes will be exported. In this example, we have named this folder **Access3IWB**.



Fig 64

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 64*.

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 65*). This is the file in which the software saves all your notes. Please type

#### Access3

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.



Fig 65



Fig 66

A window will appear that asks you to specify the folder in your system where you wish to export your notes. Select the drive and the folder from the drop-down menu and click **OK** (see *Fig 66*). Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 67* after a few seconds.



Fig 67



Fig 68

The saved notes files have now been moved to the folder that the user specified (see *Fig 68*).

You can rename the file if you wish. However, please DO NOT CHANGE THE FIRST FIVE CHARACTERS (Acc3\_) OR THE EXTENSION, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the **IMPORT NOTES** function.





## Importing notes )

To import your exported notes onto another computer that has the same software, run *Note Exporter* as described in the previous section (see *Exporting notes*).



Fig 69

When you see the window shown in *Fig 69*, click **IMPORT NOTES**.

The message in Fig 70 will appear:



Fig 70



Fig 71

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 71*). Please type

#### Access3

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Now click **OK**.

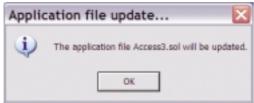


Fig 72

The message in Fig 72 will appear. Click OK.

The next window will ask you to specify the folder in which you have saved the exported notes (see Fig 73). Scroll down the menu and select the folder. Then, click **OK**. In this particular example, the user has saved their exported notes on their computer in a folder called *Access3IWB*. However, you can import notes from a CD, DVD, USB stick or any other portable medium.



Fig 73



Fig 74

When you have successfully imported the notes, the window in *Fig 74* will appear.

In order to view the imported notes, you may now load them using the LOAD NOTES function.





# **Using Note Exporter on a MacOS**

Note Exporter operates in a slightly different manner on a Mac Os.

To run *Note Exporter*, insert the disk into your drive. The icon shown in *Fig 75* will appear on your desktop.



Fig 75

When you click it, the contents of the disk appear in a browser window with the icons and file names shown in *Fig 76*.



Fig 76

Click the



icon to run the application.

**Note Exporter** will now start. The new window that appears will offer you two options (see *Fig 77*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.



Fig 77

#### Exporting notes )



Fig 78

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 78*.

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 79*). This is the file in which the software saves all your notes. Please type

#### Access3

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it correctly. Now click **OK**.



Fig 79

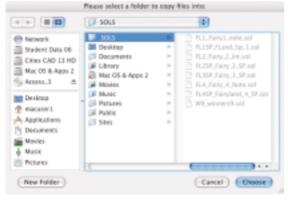


Fig 80

A window will appear that asks you to specify the folder in your system from which you wish to export your notes (see *Fig 80*). Select the drive and the folder from the drop-down menu and click **CHOOSE**.





Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 81* after a few seconds.



Fig 81

The saved notes files have now been moved to the folder the user specified. You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FIVE CHARACTERS (Acc3\_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the **IMPORT NOTES** function.

# • Importing notes )

To import your exported notes onto another computer that has the same software, run *Note Exporter* as described in the previous section (see *Exporting notes*).



Fig 82

When you see the window shown in *Fig 82*, click **IMPORT NOTES**.

The message in Fig 83 will appear:

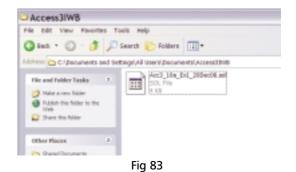




Fig 84

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 84*). Please type

#### Access3

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Then click **OK**.



Fig 85

The message in Fig 85 will appear. Click **OK**.

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 86*). Scroll down the menu and select the folder. Please note that you can import notes from a CD, DVD, USB stick or any other portable medium. Click **CHOOSE**.

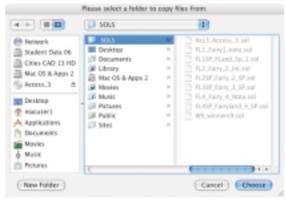


Fig 86





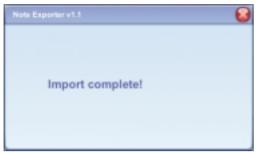


Fig 87

When you have successfully imported the notes, the message in *Fig 87* will appear.

Again, in order to view the imported notes, you may now load them using the **LOAD NOTES** function.

# **Troubleshooting**

Problem	Solution
I insert the CD in my CD drive but nothing happens.	Your computer's autorun feature is possibly disabled. Go to <i>My Computer</i> and double click on the Access_3 icon. In the new window that opens, double-click on the Access_3 icon.
I've just written some notes and I want to go back to using the main application, but it seems that I cannot click on anything.	Make sure you return to PC Mode using the PC mode icon.
Note Exporter cannot find my files.	<ul> <li>Make sure you have typed the application file identifier correctly. For Access 3 IWB, the file identifier is Access3.</li> <li>If the problem persists, avoid using other applications while running Note Exporter.</li> </ul>
My pages do not print properly.	Make sure your printer is set to print in landscape mode for optimum results.

# **Contact support**

In case you have any queries on the use of Access 3 IWB, please contact us at  $\underline{\sf IWBsupport@expresspublishing.co.uk}$  .



# A user-friendly Teacher's Guide on how to use the Access 3 Interactive Whiteboard Software with Access 3.

Here are some suggestions on how to approach each **section/activity** type encountered within the Access course.

#### **MODULES**

#### ■ Module presentation page

This page is meant to be done mainly using the Student's Book. The IWB software can be used to facilitate checking answers or having a picture discussion.

We suggest you handle each section/activity type in the following way:

- Activities such as *Find the page numbers for ..., Describe the pictures, Match the pictures to the words*, etc can be done first in the Student's Book and then checked using the IWB software by clicking on the key button(s).
- *Listen and repeat* exercises should be done using the IWB software. Play the recording and invite students to repeat chorally and/or individually.

# □ Reading

#### Lead-in activities

There are different types of *Lead-in activities* such as picture-prompted discussion, short listening extracts, prediction activities, etc. All *Lead-in activities* should be done using the IWB software. On completion of the activities, teachers can check the students' answers by activating the key button (?) to reveal the suggested answers.

#### Reading tasks

*Reading tasks* are to be done using the Student's Book. The IWB software can be used for listening to the text (if audio is available) and/or for the students to check their answers.

**Note:** Time allowing, we suggest that you do the following *extension activities* in order to get the full benefit of the applications on the IWB software. Here are some ideas:

- Words/phrases/sentences, etc can be *hidden*, using the appropriate tool from the toolbar (*See User's Manual p. 18.*), to practise:
  - vocabulary (i.e. hide the adjectives, nouns, verbs, adverbs, etc),
  - grammar (i.e. tenses, infinitive, gerund, prepositions, conjunctions, etc) and
  - comprehension (i.e. what the paragraph is about, summary, etc).
- Words/phrases/sentences, etc can be *underlined/highlighted*, using the appropriate tool (*See User's Manual p. 18.*), in order for the students to provide questions to statements (e.g. Access 3, Module 2, Unit 2a, Ex. 1 *I heard a loud roar*. What did you hear?).

Explain the words in bold activities are mainly done using the Student's Book. First the students offer their own explanations of the words in bold in context and then the teacher reveals the definitions on the IWB software by clicking on them.

In cases where the students are unable to offer a definition, the teacher reveals the definition to

begin with by clicking on the words in bold and then allows the students some time to make up their own sentence using the word.

### ■ Vocabulary

The course includes different types of vocabulary activities such as:

- Look up words/phrases in the Word List.
- Match words to their synonyms/opposites/definitions, etc.
- Spidergrams.
- Gap-filling exercises.
- Categorising.

All the above activities should be done in the Student's Book and then checked using the IWB software. The IWB software can also be used for revision purposes. If this is the case, the teacher goes through the activities on the IWB with Student's Books closed. This is an ideal way to revise vocabulary.

**Note:** In cases where the vocabulary activities are accompanied by an audio extract, the teacher should use the IWB software to play the audio by clicking on the audio player/symbol.



These activities are either *gap-filling* or *speaking tasks*.

In the first case the students should complete the task in their books and report their answers back to the class. The teacher should give feedback to the students through the IWB software.

In the second case, the teacher should instigate a discussion in class with the students. He/She can use the suggested answer on the IWB software as a model for the students and keep notes on the board in order to enrich the students' vocabulary. (For further information see User's Manual.) As an extension, the teacher can ask the students to write their ideas down before they report back to the class.

#### **☐** Grammar

There are different ways of approaching the *grammar* presentation:

- If the teacher wishes to do his/her own presentation, he/she can use the appropriate tool from the toolbar (*See User's Manual p. 18*.) to open a blank page and present the grammatical structure through his/her own examples.
- The teacher can refer the students to the grammar reference through the IWB software and present/review the grammar structure, by highlighting, underlining, etc form and usage.
- For a more stimulating, student-friendly explanation of the grammar structure, the teacher can click on the existing *owl symbol* and present the grammar with the aid of audio visual prompts.

*Exploring Grammar:* The students work with their books. Then the teacher checks their answers through IWB software.

### **☐** Listening

All *listening activities* should be done the following way: The students work with their books while the teacher plays the audio through the IWB software. Once the activity is completed, the teacher checks students' answers through the IWB software.



**Note:** 1 In certain listening tasks such as note taking (listening for specific information), the teacher is advised to go through the gapped text through the IWB software and elicit what kind of information is missing. Then the teacher plays the audio through the IWB software and the students complete the task in their books.

**2** All listening tasks in the IWB software are accompanied by a script. This gives the teachers the opportunity to work with the script during the feedback stage.

#### Listen and repeat.

All the *Listen and repeat activities* should be completed using the IWB software. The IWB software provides the teacher with the opportunity to play the audio as many times as is necessary.

### **☐** Speaking

The course includes several types of *speaking activities*. The students are asked to work on a variety of tasks, some on their own and some in pairs or groups. The students are required to engage in the following activities:

- conducting an interview
- performing a dialogue
- sustaining a monologue (i.e. reporting somebody's experiences)
- improvisations using prompts

We suggest that all types of *speaking tasks* should be exploited with the use of the IWB software as follows:

- First the teacher explains the task and assigns roles.
- Then the teacher uses the model on the IWB software by activating the key button ( ) in order to elicit ideas/vocabulary, highlight certain key prompts, analyse mind maps, brainstorm for further ideas, etc.
- Then the students prepare the task as the teacher circulates and monitors the activity.
- Finally, the students perform the task in front of the class.

**Note:** We advise that all speaking tasks be recorded in order to be included in the Students' Portfolios.

## ☐ Everyday English

These activities should be completed by the students in their Student's Books. Then the teacher uses the IWB software to check the students' answers.

#### □ Pronunciation

The teacher plays the audio through the IWB software and the students complete the exercises in the Student's Books. Then the teacher confirms the students' answers and provides feedback via the IWB software.

## **☐** Writing/Portfolio

We suggest that all writing activities (Portfolio) are approached exclusively by means of the IWB software.

First, the teacher works with the students on the plan step by step (i.e. reading through, eliciting answers/ideas, etc). The teacher allows the students some time to make notes.

Then the teacher activates the key button (②) to reveal the model. The teacher, or a student, reads through the model. (The model can be enlarged using the magnifier by clicking on the appropriate tool from the toolbar.)

At this stage, the teacher can underline, hide, highlight, etc key phrases on the board and ask the students to replace the phrases with their own ideas. Then the teacher assigns the writing activity as homework.

### **☐** Projects

We suggest that all *project work* is done through the IWB software.

The teacher explains the task and goes through the information required to complete the project. The teacher elicits answers and/or suggestions and conducts a general brainstorming.

Then the teacher displays the model on the IWB. He/She can underline, hide, highlight, etc key phrases on the board in order to provide the students with a skeleton for their project work. Finally, the project is assigned as homework.

#### ☐ ICT

The ICT sections have been included in order to provide the students with the opportunity for self-access. This gives the students responsibility for their own learning and develops their autonomy.

For these sections, if the teacher wishes to use the IWB software, we suggest they approach it in the following way:

The teacher divides the class into groups and explains the task. He/She displays the model and instigates a class discussion (i.e. picture discussion, what information is included, the way the information is organised, etc). At this stage, the students can take notes.

Then the teacher encourages the students to use the Internet in order to obtain the information required to complete their assignment.

## **☐ Gap-filling exercises**

The students complete the *gap-filling exercises* in their Student's Books. On completion, the teacher checks their answers with the use of IWB software.

#### ☐ Games

In some cases the *games* on the IWB software do not correspond with those in the Student's Book. We suggest that you work with **all of the games** through the IWB software. To make the games more fun and competitive, the teacher can divide the class into two teams, A and B.



#### **SONGSHEETS**

The IWB software offers the opportunity to display the lyrics while listening to the audio and also has a karaoke application, so that the students can listen and sing along. We suggest using the IWB software for this purpose and the students can complete the remainder of the tasks in the Student's Books.

### **SELF CHECK**

The students complete the *Self Check* tasks in the Student's Books. Then the teacher checks their answers through the IWB software.

How to approach a module using the IWB software.

Below the teachers can find a detailed guide for a selected module from Access 3.



### Module presentation page (p. 9)

- Find the page numbers for ...: The students work with the Student's Book and then the teacher checks their answers through the IWB software.
- Listen and repeat.: This exercise should be done through the IWB software. The teacher plays the audio on the IWB software and the students repeat chorally and/or individually.

# Unit 1

- Ex. 1 (p. 10) (Student's Books closed.) This exercise should be done through the IWB software. The teacher invites the students to look at the pictures and answer the questions. Then the teacher activates the key button to reveal the answers.
- Ex. 2 (p. 11) (Student's Books open.) The students read the text in their Student's Books while listening to the audio through the IWB software. The teacher allows the students some time to answer questions 1-6 and then displays the answers through the IWB software. The students use their books to look at the highlighted words in the text and try to explain their meaning. Then the teacher provides the key by clicking on the words in bold through the IWB software.

**Note:** For variation see the *Explain the words in bold* section on page 36.

#### Extension

Using the appropriate button on the tool bar, hide certain words/phrases in the text. Ask the students to read and complete the text.

Ex. 3 (p. 11) (Student's Books open.) The teacher reads the words/phrases aloud. He/She allows the

students some time to look up the words/phrases in the Word List and make sentences. The teacher then displays the suggested answers through the IWB software in order to give the students further assistance. Finally, he/she asks various students to present their sentences to the class.

#### Variation

First the teacher displays the suggested answers through the IWB software. The students try to guess the meaning of the words/phrases and make sentences of their own. Should the students still be unsure of the meanings, then they consult the Word List.

- Ex. 4 (p. 11) (Student's Books open.) The students complete the activity in the Student's Books and the teacher checks their answers through the IWB software.
- Ex. 5 (p. 11) (Student's Books open.) The students work with the Student's Books. They go through the grammar theory box and try to answer the questions. The teacher checks their answers through the IWB software.

**Note:** Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 37.

- **Ex. 6 (p. 11)** (Student's Books open.) The students complete the exercise in the Student's Books. The teacher checks their answers through the IWB software.
- Ex. 7 (p. 11) (Student's Books open.) The students work with the Student's Books. They go through sentences 1-3 and try to answer the questions. The teacher checks their answers through the IWB software.

**Note:** Should teachers wish to provide a more detailed analysis/presentation, please refer to the *Grammar* section on p. 37.

- Ex. 8 (p. 11) (Student's Books open.) The students complete the exercise in the Student's Books. The teacher checks their answers through the IWB software.
- **Ex. 9 (p. 11)** (Student's Books open.) The students look at the texts in the Student's Books and complete the task. The teacher checks their answers through the IWB software.
- Ex. 10 (p. 11) (Student's Books closed.) The teacher refers the students to the exercise on the IWB. He/She works with the students on the plan step by step, eliciting answers/ideas. The teacher allows the students some time to make notes.

Then the teacher clicks on the button to reveal the model. He/She hides some key words/ phrases and the students complete the gaps. Alternatively, the teacher can highlight or underline the parts in the email that need to be substituted. Then the writing activity is assigned as homework.

# Unit 🎹

- **Ex. 1 (p. 12)** (Student's Books open.) The students complete the task in the Student's Books/ notebooks. Then the teacher displays the suggested answers through the IWB software. The students can add the suggestions to their notebooks.
- Ex. 2 (p. 12) (Student's Books open.) The teacher plays the audio on the IWB software while the students look in their Student's Books. Then the teacher checks their answers through the IWB software.

- Ex. 3 (p. 12) (Student's Books open.) The teacher reads the words aloud. He/She allows the students some time to look up the words in the Word List and provide the definitions. The teacher then displays the suggested answers through the IWB software. As an extension, he/she asks the students to make sentences using the words given.
- **Ex. 4a (p. 12)** (Student's Books open.) The students complete the task in their Student's Books. Then the teacher plays the audio through the IWB software in order for the students to check their answers. Finally, the students report back and the teacher confirms their answers through the IWB software.
  - **Note:** The script is provided through the IWB software so that the teacher can do further work should he/she wish.
- Ex. 4b (p. 12) (Student's Books open.) The students use their books to look at the words in bold in the texts and try to explain their meaning. Then the teacher provides the key by clicking on the words in bold through the IWB software.
  - Then the students return to the Student's Books to complete the remainder of the task.
  - Note: For variation see the Explain the words in bold section on page 36.
- **Ex. 5 (p. 12)** (Student's Books open.) The teacher instigates a class discussion on the topic given, encouraging the students to justify their opinions. To enrich the activity and provide additional assistance, the teacher can do so with the help of the IWB software.
- Ex. 6a (p. 13) (Student's Books open.) The teacher goes through the adjectives with the students and provides any necessary help. Then the students complete the task in the Student's Book and the teacher plays the audio through the IWB software in order for the students to check their answers. Alternatively, the task can be done first through the IWB software, with the students providing the teacher with the answers and the teacher verifying by clicking and dragging the adjectives on the IWB.
- **Ex. 6b (p. 13)** (Student's Books open.) The students, in pairs, complete the task. Then the students report back to the class and the teacher provides additional support/suggestions through the IWB software. Alternatively, the teacher provides the suggestions at the onset through the IWB software in order to give the students some ideas to carry out the task.
- **Ex. 7 (p. 13)** (Student's Books open.) The students work with the Student's Books. They go through the rule on forming adjectives and complete the task. The teacher checks their answers through the IWB software.
- Ex. 8 (p. 13) (Student's Books open.) The students work with the Student's Books. They go through the grammar theory box and complete the rules. Then they find and underline examples in the texts on p. 12. The teacher checks their answers through the IWB software.
  - **Note:** Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 37.
- **Ex. 9 (p. 13)** (Student's Books open.) The students complete the exercise in the Student's Books. The teacher checks their answers through the IWB software.
- **Ex. 10 (p. 13)** (Student's Books open.) The students complete the exercise in the Student's Books. The teacher checks their answers through the IWB software.
- **Ex. 11 (p. 13)** (Student's Books open.) The teacher divides the class into groups of four, explains the task and assigns roles. Then the teacher uses the model on the IWB software in order to

provide the interviewer with possible interview questions. The students prepare the task as the teacher circulates and monitors the activity. Then the students perform the interview in front of the class.

# Unit 16

- Ex. 1 (p. 14) (Student's Books open.) The teacher invites the students to look at the pictures and answer the question by looking at the IWB. Then the teacher plays the audio through the IWB software while the students read the text in their Student's Books in order to check their answers. Finally, the teacher displays the answer through the IWB software.
- Ex. 2 (p. 14) (Student's Books open.) The students use their books to look at the words in bold in the text and try to explain their meaning. Then the teacher provides the key by clicking on the words in bold through the IWB software. As an extension, the students can make sentences using the words in bold. Students work in pairs and ask and answer questions based on the text. The teacher displays the suggested answers on the IWB in order to provide further assistance.
- **Ex. 3 (p. 14)** (Student's Books open.) The teacher refers the students to the box through the IWB software and presents the different usages of feel. He/She can give further examples to aid understanding. Then the students complete the task in the Student's Books/notebooks. Finally, the teacher checks their answers through the IWB software.
- **Ex. 4 (p. 14)** (Student's Books open.) The students read through the theory box and complete the task in their Student's Books. Then the teacher checks their answers through the IWB software.
- Ex. 5 (p. 14) (Student's Books closed.) The teacher refers the students to the exercise on the IWB. He/She works with the students on the plan step by step, eliciting answers to the questions given. The teacher allows the students some time to make notes.

Then the teacher clicks on the button to reveal the model. He/She hides some key words/ phrases (i.e. name, age, origin, family members, etc) and the students complete the gaps. Alternatively, the teacher can highlight or underline the parts in the article that need to be substituted. Then the writing activity is assigned as homework.

# Unit 🔟

- **Ex. 1a (p. 15)** (Student's Books open.) The teacher invites the students to look at the picture and the title and answer the questions by looking at the IWB. Then the teacher plays the audio through the IWB software while the students read the text in their Student's Books. Finally, the teacher displays the answers through the IWB software.
- Ex. 1b (p. 15) (Student's Books open.) The students use their books to look at the underlined words in the text and try to explain their meaning. Then the teacher provides the key by clicking on the underlined words through the IWB software. As an extension, the students can make sentences using these words.
- **Ex. 2 (p. 15)** (Student's Books open.) The students read the text in their Student's Books and complete the task. The teacher then displays the answers through the IWB software.
- Ex. 4 (p. 15) (Student's Books open.) The teacher goes through the gapped text using the IWB

software and elicits what kind of information is missing. He/She then verifies the answers through the IWB software. Then the students work in their Student's Books while the teacher plays the audio through the IWB software. Once the activity is completed, the teacher checks students' answers through the IWB software.

**Note:** The script is provided through the IWB software so that the teacher can do further work should he/she wish.

**Ex. 5 (p. 15)** (Student's Books closed.) The teacher explains the task and goes through the information required to complete the project through the IWB software. He/She elicits answers and/or suggestions and conducts a general brainstorming about a tourist attraction where you can see people wearing special uniforms.

Then the teacher displays the model on the IWB. He/She can underline, hide, highlight, etc key phrases on the board in order to provide the students with a basic skeleton for their project work. Finally, the project is assigned as homework.

# Unit 16

- Ex. 2a (p. 16) (Student's Books closed.) The teacher plays the audio through the IWB software and invites the students to listen and repeat chorally and/or individually. He/She then asks the students where they would be likely to hear these phrases. Finally, the teacher asks the students to translate the phrases into their own language.
- **Ex. 2a (p. 16)** (Student's Books open.) The teacher reads the sentences/phrases through the IWB software and invites the students to guess who says each of them. Then the students read the dialogues in their Student's Books while listening to the audio through the IWB software in order to check their answers. Finally, the teacher provides the key by clicking on the appropriate button(s) through the IWB software.
- **Ex. 3 (p. 16)** (Student's Books open.) The students complete the tasks in the Student's Books. Then the teacher uses the IWB software to check the students' answers.
- Ex. 4 (p. 16) (Student's Books open.) The teacher goes through the instructions using the IWB software and explains the task. He/She uses the appropriate tool on the IWB software to zoom in on the map in order to pinpoint Liverpool Street and Westminster underground stations. He/She refers the students to the role-play guide through the IWB software and invites the students to make suggestions for each exchange. The teacher then divides the class into pairs and assigns roles. He/She allows the students some time to prepare their role-play and then invites each pair to perform their dialogue in front of the class. During this stage, the teacher can use the suggested answer in order to give the students any further assistance.
- **Ex. 5 (p. 16)** (Student's Books open.) The teacher plays the audio through the IWB software and the students complete the exercise in the Student's Books. Then the teacher confirms the students' answers and provides feedback via the IWB software.

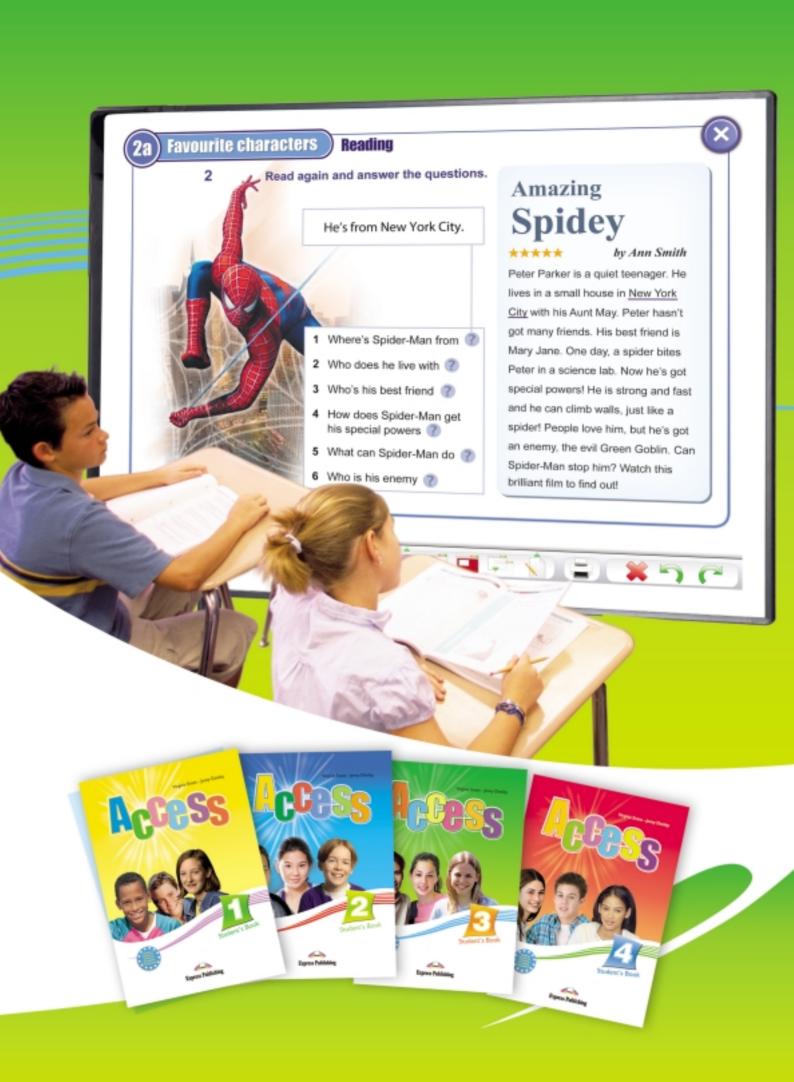
# Unit 🔟

- Ex. 1 (p. 17) (Student's Books closed.) The teacher invites the students to look at the pictures and listen to the sounds through the IWB software. The students then work in pairs to discuss the sights and sounds in each picture.
- Ex. 2b (p. 17) (Student's Books open.) The students read the text in their Student's Books and complete the task. The teacher plays the audio through the IWB software in order for the students to check their answers. Then he/she confirms the students' answers through the IWB software. The students use their books to look at the words in bold in the text and try to explain their meaning. Finally, the teacher provides the key by clicking on the words in bold through the IWB software.

**Note:** For variation see the *Explain the words in bold* section on page 36.

Ex. 3 (p. 17) (Student's Books closed.) The teacher divides the class into groups and explains the task. He/She displays the model and instigates a class discussion about living conditions in New Delhi, India. At this stage, the students can take notes.

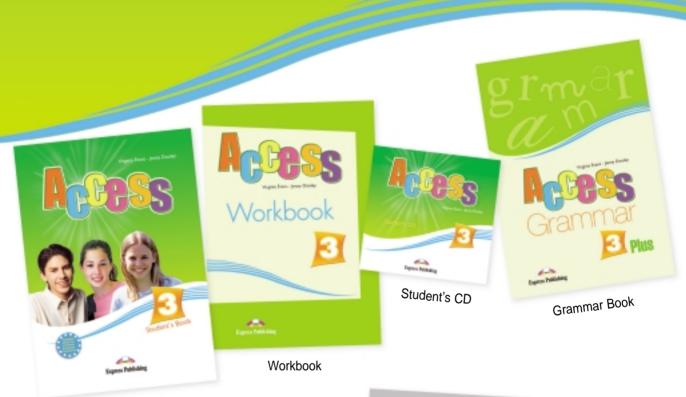
Then the teacher encourages the students to use the Internet in order to obtain the information required to complete their assignment.



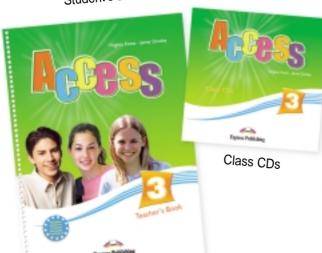




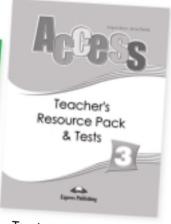
Access 3 is an English course designed exclusively for students studying English at Pre-Intermediate Level. The course follows the principles of the Council of Europe Common Framework of Reference Level B1.



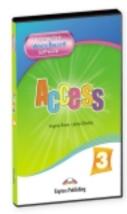
Student's Book



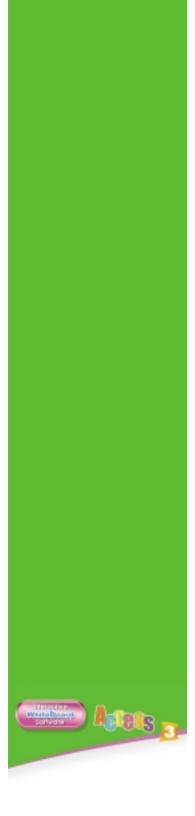
Teacher's Book (interleaved)



Teacher's Resource Pack (Worksheets, Pairwork Activities, Games & Tests)



Interactive Whiteboard Software



USER'S MANUAL & TEACHER'S GUIDE



